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ABSTRACT

First in a series of publications prepared by the Washington Elementary District No. 6, Arizona, this early childhood bulletin was designed to familiarize parents (with children about to enter kindergarten) with program requirements, activities, and curriculum. Brief information is included on how parents can prepare their children physically and mentally for kindergarten and a typical kindergarten day's activity. Curriculum content is also described, including science, reading, human relations, language arts, mathematics, music, and art. (MP)

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FOCUS ON THE KINDERGARTEN

AN EARLY CHILDHOOD BULLETIN

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To Prepare Your Child for Kindergarten

Help him to anticipate kindergarten as a PLEASANT experience. Don't threaten him with "your teacher will make you behave."

Help him to understand that the anxiety he feels, other children will feel too. The teacher will help them all and soon they will feel "at home."

Take him to the school and walk around the plant. Show him the bathrooms, and, if he is a boy, explain the urinals.

Walk the route to school with him several times if he is to walk alone later.

If he is to ride the bus, explain that there are reasons why he must cooperate with the bus driver by:

Staying seated while en route.

Looking to the front of the bus.

Talking only to his seat-mates.

Using his "quiet voice".

Entering and departing quickly.

Not pushing or shoving.

Holding the rails to keep from falling.

Physical Health and Safety

BEFORE YOUR CHILD ENTERS KINDERGARTEN
HE SHOULD HAVE.....

A physical examination by your doctor.

A dental examination.

All immunizations up to date.
(Mandated by State of Arizona)

GOOD HEALTH HABITS WILL HELP
INSURE A SUCCESSFUL YEAR.....

Your child should have 10 to 11 hours of sleep each night.

He should be able to care for toilet needs independently.

Do not send him to school if he has a cold or any physical complaints.

Help him to learn his name, address and telephone number. He should know his first and last name.

Help him to learn the safest route to school and insist that he use safety precautions such as crosswalks.

Instruct him not to go with strangers. Impress upon your child the importance of coming home right after school. If he is to go home with a friend, have him call you when he arrives there. If any little friends come home with your youngster, consider that the mother may be worrried and give her a call.

If your child is to go to a place other than home after school, be sure that he knows about it and how he is to get there.

In Order to be Mentally Healthy, Every Child Needs.....

-LOVE-

He needs to know that his parents or parent-substitute love, want and enjoy him....that he matters very much to someone who will care what happens to him.

-ACCEPTANCE-

Every child needs to believe that he is liked for himself, just as he is. The adult may not approve of the things he does, but they will ALWAYS accept him.

Each child is a unique individual with different needs, yet young children have many needs in common. A child acts as the forces within him compel. He is the result of his genetic inheritance and his environment since birth; which includes his health, all of the experiences he has had and the reactions of all the people he has encountered.

The kindergarten will accept your child at his own level of maturity, and will offer understanding, guidance, and learning opportunities.

-SECURITY-

He needs to know that home and school are safe places he can be sure about: that he BELONGS, and that parents and teachers will help him in times of crisis. He needs to be protected from events he cannot handle.

A KINDERGARTEN DAY WILL INCLUDE . . . . .

Greetings, Opening "exercises"

. Discussion and planning

. Choice of activities from planned options

. Learning in all curricular areas

. Social Studies

. Outdoor time

. Dance

. Creative Drama

. Motor-Perceptual Activities

. Reading and Language

. Writing . Mathematics

. Music

. Cooking

. Literature

. Special Projects

. Science and Health

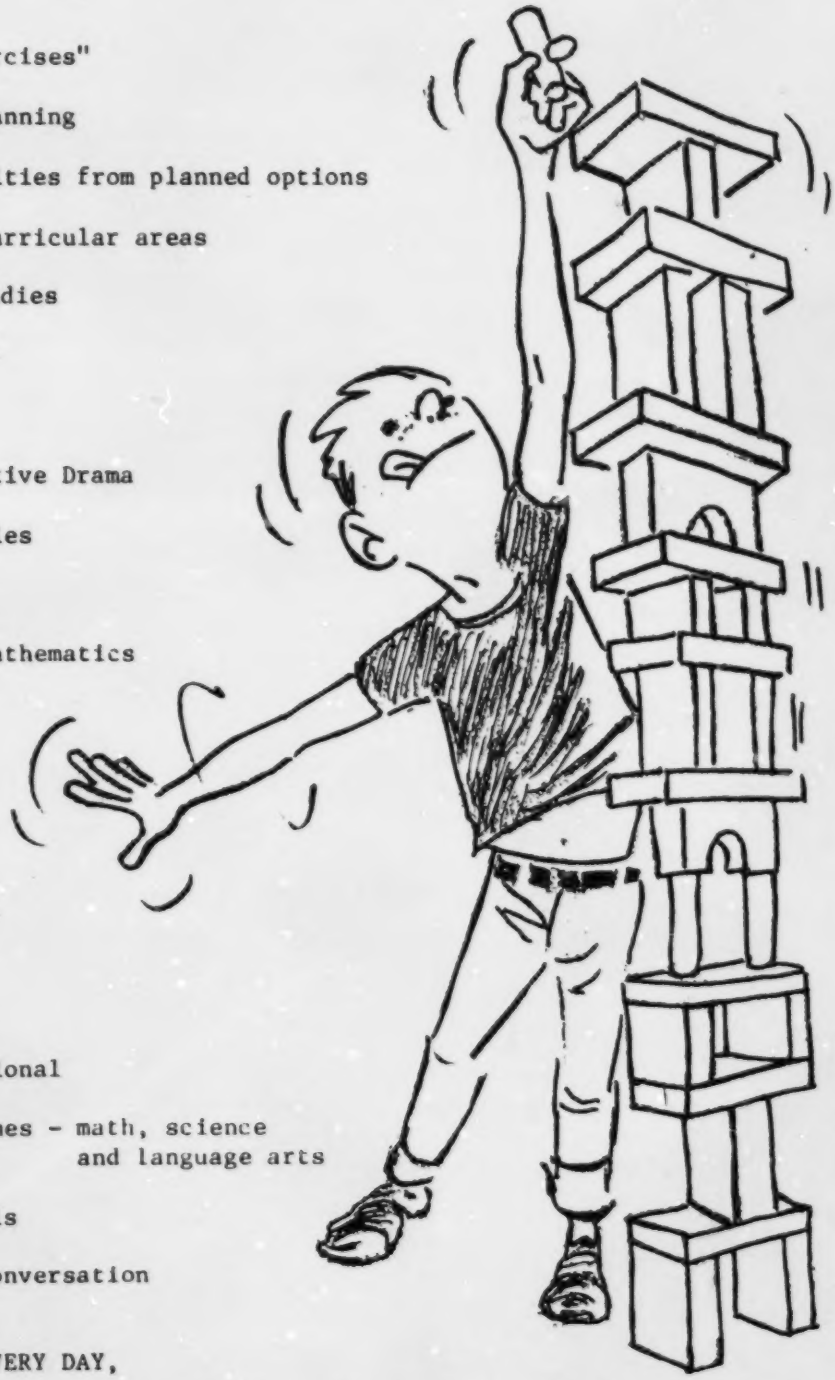
. Building with blocks

. Games - traditional

. Games - math, science and language arts

. Manipulative Materials

. Observation & Conversation



NOT ALL WILL BE INCLUDED EVERY DAY,

AND EACH TEACHER MAY HAVE A SLIGHTLY DIFFERENT SCHEDULE. THE SCHEDULE WILL BE FLEXIBLE, BUT WILL LIKELY MAINTAIN A REGULAR SEQUENCE.

Curriculum

Children's learnings in the kindergarten are foundational learnings. Though not learned as separate subjects, learnings are integrated around science, language arts, mathematics, art, music, human relations, health and safety.

Kindergarten children learn through action. They learn best through what is happening at the moment. The teacher, therefore, plans for learnings in each activity, and, based on children's responses, is always ready to pose a relevant question to extend learning.

Children learn through interaction with each other and with adults in the room.

Children are creative, curious and active in pursuit of learning about the world around them.

We want, above all, to encourage these traits.

Children value the firm but friendly guidance of the teacher who plans for small and large groups as well as for independent activity.

Maturation and Readiness Are Important. . .

Because of differences in maturity, interests, and experience, learnings in the following fields are achieved in varying degrees by all children.

SCIENCE

Kindergarten children have a boundless curiosity about their natural and physical world. They learn about their immediate environment; how to interpret what they see, hear, feel and smell, and strategies for solving the numerous problems which they and others propose. They are interested in plant growth, properties of matter, weather, space, cooking, and the human body. They are very purposeful in their research.

R E A D I N G

Most kindergartners will learn names of the letters, letter sounds and learn to associate letters and letter sounds to pictures and words. In the development of this program, children will be exposed to skills basic to beginning reading. Many of the children will recognize their name, names of other children and other words. Some will read sentences and simple stories.

Others will not read at all, but this does not mean that they will not be interested in reading later on. Children evidence readiness for reading at different times.

Meanwhile, there is much rich learning to do which relates to foundations for reading as well as to other curricular areas. A child must also learn to be independent in thought, and self-directive in planning. These areas of learning are equally important and contribute to successful reading as well as to successful living.

Foundational skills for reading begin with the focusing of the eyes in infancy: continues as the child learns oral language, and has experiences of all kinds during his physical, social and intellectual maturation. At the point when readiness and interest of the child is exhibited, an experienced teacher matches the method of instruction to the needs of the child, and reading, per se, is introduced. The point in time when reading readiness can successfully become reading instruction will appear in different children at different ages. Some teach themselves at three, others are not approaching the task at seven or eight. There is need to wait until the child can be successful with reading and enjoy it.

HUMAN RELATIONS

Children, while learning to cooperate in projects, to share time and materials, and to use words in expressing desires or dislikes, learn a great deal about themselves.

In kindergarten we emphasize:

- -Working and playing with others
- -Taking suggestions from adults and other children
- -Assuming responsibility for actions and possessions
- -Practicing reasonable self-control
- -Listening and observing
- -Working with self-direction
- -Making choices from a limited number of activities
- -An understanding of the make-up, work, and recreation of the human society
- -Imaginative thought
- -Choice-making
- -Creative expression

LANGUAGE ARTS

Kindergarten children learn concepts, meanings and sounds of new words. Vocabulary is increased through new experiences, action on the environment and interaction with others. They learn that reading is pleasurable and gain much information from stories that are read and discussed, as well as from other children and other resources.

They learn the meanings of large and small, tall and short, fat and thin, etc. They practice ordering materials as to size, classification according to shape, size and color and to express themselves clearly.

MATHEMATICS

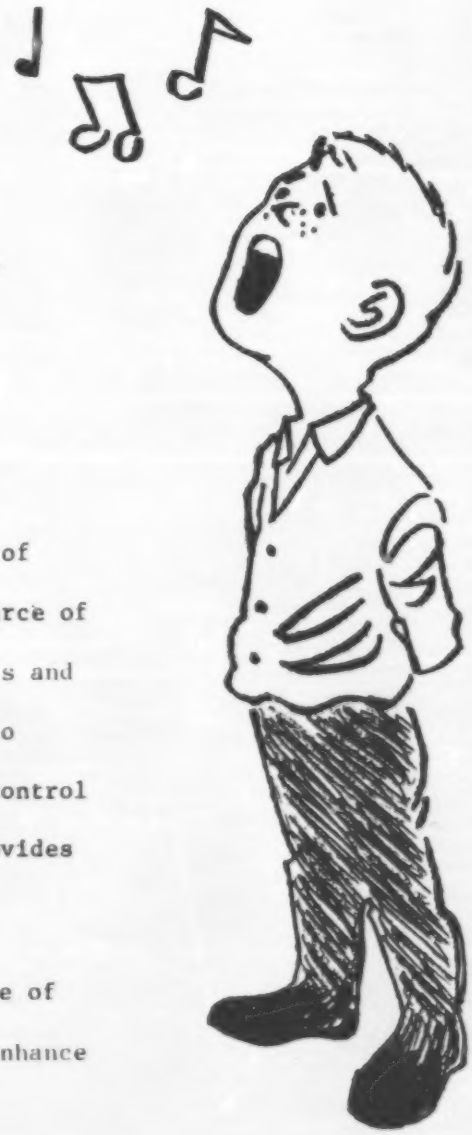
Such fundamentals of mathematics as the following are learned:

- .The meaning of numbers and how to use them in counting. Comparative concepts such as less, larger, smaller, longer and shorter.
- .The answering of such questions as: How many? How long? How full? Which one?
- .The meaning of such fractional terms as: half, quarter, all, part, whole, etc.
- .Number and numeral recognition and writing from zero to ten.

Cuisenaire rods and other concrete objects will be used to objectify mathematical concepts.

M U S I C

Music time gives every child an opportunity to enjoy the pleasure of expressing himself in song, rhythm and body movement. All children are encouraged to take part, regardless of ability. Enjoyment of creative expression in music helps children improve physical coordination and gain poise. In singing, children have a pleasurable means to employ the oral language they've learned, and is another motivation toward language growth.



A R T

Art is an esthetic experience and is a means of much foundational learning. It is also a source of enjoyment and social opportunities. Materials and techniques of a wide variety are introduced to encourage imagination, practice fine muscle control and contribute a satisfying product. Art provides a multi-sensory experience.

Music and art are used to supplement the theme of teaching, to reinforce the learning, and to enhance the subject with tactile and pleasurable enjoyment.

In addition, you may wish to visit informally in your child's room. It is best to wait a month after the beginning of school so that the children can get adjusted to school life. After that, parents are always welcome!

It is always courteous to call the school in advance of your coming so that not too many observers are scheduled on any one day. Plan to limit visits to one hour or less, and leave younger children at home with a sitter.

When you arrive at school, the teacher will pleasantly acknowledge your presence, but she will not be able to converse with you. Her duty is to the children, and to attempt adult conversation would be unfair.

IF YOU HAVE A CLOSE RELATIONSHIP WITH THE SCHOOL, YOU AND YOUR CHILD WILL BOTH PROFIT, AND THE SCHOOL WILL BE HELPED TO PROVIDE EXCITING EDUCATION FOR YOUR CHILD AND OTHER CHILDREN.

You may be asked by your teacher to assist her in some way, such as:

1. To save scrap materials for arts and crafts.
2. To organize a special event.
3. To assist in the classroom one-half day every week for a period of time.
4. To send in foods to be used in cooking experiences.
5. To make bean bags or other simple equipment for room use.
6. To do some clerical work.
7. To convey information by phone to other parents.
8. To assist on field trips.
9. Collect pictures of interest to children.
10. Participate in a fund-raising event.
11. Share your hobby or occupation with the children.
12. Assist in arranging children's art displays.
13. Plan for special celebrations or events.
14. Cooperate with other mothers in committees.
15. Carry out a home project with your child.

WE HOPE YOU WILL ALWAYS ENTHUSIASTICALLY ENTER INTO CONVERSATION WITH YOUR CHILD ABOUT HIS ONGOING EDUCATION.

IF YOUR CHILD IS INTERESTED IN PRINTING AND YOU HELP HIM, USE THE MODEL BELOW. NOTE DIRECTION AND SEQUENCE OF STROKES.

WASHINGTON DISTRICT SPECIAL SERVICES

K - 8

The below listed services are available through the school by referral:

Preschool classes for educable Mentally Handicapped

Speech Therapists

Hard of hearing Resource Teachers

Resource Teachers for Partially Sighted

Resource Teachers for Children with Learning Disabilities

Psychology Services

Homebound Teachers